

Wm. S. S. Cohen
with the compliments of Dr. Blum

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INSTITUTION

FOR THE

IMPROVED INSTRUCTION

OF

DEAF MUTES,

Broadway, West Side, Betw. 44th & 45th Sts.,

NEW-YORK.

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THIRD ANNUAL REPORT,

May 10th, 1870.

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1870.



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MESSRS. ROSENFELD, RECKENDORFER, SONNEBORN.
F. A. RISING, EX. OF.

Committee on Finance.

MESSRS. PHILLIPS, MEYER, HOFFMAN,

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3rd
1870

Officers and Teachers.

PRINCIPAL.

F. A. RISING, A. M.

TEACHERS.

MISS HELEN M. HUBBARD.

MISS JOSEPHINE A. STEVENS,

MISS LUCY A. BEACH,

MATRON.

MRS. E. J. RISING,

REPORT BY THE PRESIDENT,

May 10th, 1870.

GENTLEMEN :

In accordance with the requirements of our Constitution, I have the honor herewith to submit the Third Annual Report, for the year ending May 10th, 1870.

It is a source of great happiness that I am enabled to present to you facts in the history of our Institution during the past year, that must be highly gratifying to you, inasmuch as they give evidence, not alone of our past prosperity, but are justly encouraging to our hopes for the future.

In my Report presented to you last year, occurs this expression : " Our system of teaching the Deaf Mute Articulation and Lip reading, so new to the public, needs but to be made known, in order to find favor and recognition. Its simplicity, its perfect adaptation to what appears natural, its analogy to the method of teaching other children, and, above all, its results, will always commend it to an intelligent, practical and discriminating public."

This favorable view has since then received the strongest corroboration. Wherever our pupils have had an opportunity of exhibiting their acquirements, limited as though they may yet be, they have won golden opinions, not alone for themselves, individually and collectively, but for the school and the system. In fact, the attention of the Principals and Directors of the various Institutions throughout the United States, has been attracted in a greater or less degree, to this method of educating the Deaf Mutes, and there can be no doubt as to the fact, that the discredit and ridicule formerly attached to it by many of them, is being gradually overcome; and the tendency to, and desire of giving it, if not a trial, at least the benefit of unprejudiced examination, is becoming more and more manifest. Indeed, so far as the large class of semi-deaf and semi-mutes is concerned, the question may be considered as positively settled, beyond cavil or doubt. Unless articulation and lip-reading are practiced with them, it is impossible to preserve their speech, while there is comparatively little trouble by pursuing this method in enabling them to retain language not alone, but also the natural pitch of voice and pronunciation. The question, therefore, is practically reduced to that of *completely deaf* children, either congenitally, or by having lost hearing before the third year.

One half of the battle, therefore, would seem to be won in reducing the question to this point.

But if the articulate method is forcing itself only very slowly upon the attention of *teachers* of deaf mutes, who, for consistency's sake, perhaps, are unwilling to adopt it too hastily (!), the people at large, uninfluenced by such motives, are much more decided in their expressions of approbation at the results of the system. Gratifying evidence of this has been given on various occasions, most markedly, perhaps, at an exhibition given before the State Senate and Members of Assembly, and at the several annual exhibitions given by the pupils, to both of which I shall refer more fully presently.

In the Report for 1869, reference was made to measures proposed by the Board of Trustees in order to secure State recognition for our Institution. Owing to the fact that the necessary steps were taken too near the period of adjournment of the Legislature, nothing was accomplished then, but it was determined this year to make earnest efforts to gain just and merited recognition. Accordingly a bill was drawn up by eminent counsel and presented to the Senate and Assembly for adoption, proposing to place the Institution for the Improved Instruction of Deaf Mutes upon the same legal basis, and to give it the same remuneration for board and tuition of deaf mute children sent by the State or counties, (whose parents or guardians are not able to pay for them,) as is now accorded to the New York Institution for the Deaf and Dumb.

This bill was introduced in the Assembly February 4, 1870.

The method being entirely unknown to most members of the Legislature, it became necessary to explain it; accordingly, on the 9th of February the President of the Institution, in company with the Principal, Professor Rising, proceeded to Albany, taking with them three pupils in order to illustrate the subject to the honorable members. Having been introduced to a leading member of the Senate through the kindness of our friend Judge Cardozo, the favor was granted us of presenting our pupils to the Committee on Charities, &c., and through the kindness of the Hon. Senator Tweed, the privilege was accorded Professor Rising of illustrating the method before the assembled Senate. This he did as clearly as possible within a few minutes, and with such success as to excite general surprise. The impression created as to the utility of the system was entirely satisfactory, and when later in the day many members of the House of Assembly had an opportunity given them of examining the pupils, they were equally surprised and gratified with the result.

Indeed it was a source of especial happiness to both the President and Principal that the leading members of

both Houses, the most intelligent heads and warmest hearts, were most cordial in their encomiums and earnest in their endorsement of the system. Even his Excellency Governor Hoffman granted us an interview, and seemed pleased and interested in our work. The bill finally passed both the Senate and Assembly, and received the Governor's signature on the 12th day of April, 1870.

It is but simple truth to state here, that this full measure of success was not obtained without much expenditure of labor, energy and time, in meeting and defeating the opposition that was made. Justice compels me to say, that the most bitter and relentless opposition was encountered from a source whose professions stood in direct contradiction to, and most startling conflict with his actions. Claiming to be the life-long friend of this class of unfortunates, and to have devoted a lifetime to their benefit, a flame of jealous rivalry seemed to have gained the ascendancy over the more gentle dictates of wisdom and humanity. Happily, our cause was not alone just and worthy of support, but it commended itself to the philanthropic feelings of every unbiassed head and pure heart, so that, soon after the passage of the amended statute, the State donated to the Institution for the Improved Instruction of Deaf Mutes the sum of \$10,000 to enable it to receive all who desire to avail themselves of its benefits.

And here the pleasant duty devolves upon me of bringing to your knowledge the invaluable services rendered the Institution by the Hon. Albert Cardozo, LL.D. Distinguished at the Bar and eminent on the Bench, he is honored for that large-hearted liberality of spirit and genuine humanity that feels the greatest pleasure in doing good. Without his aid, *in word and deed*, without his powerful influence, wholly and fully thrown into the scales on the side of right, our success—with all else in our favor—would have been exceedingly doubtful—perhaps impossible ! It is due his generous, disinterested efforts, it is due him—nay, it is due us—that some action be taken to express our cordial appreciation and gratitude.

In this connection also it is proper that I should state that the members are indebted to Nathaniel Jarvis, Jr., Esq., of this city, who, last autumn, donated to our Institution "One Thousand Dollars," in apportionment of a fund placed in his hands for distribution to Charity Schools that had not received other State aid. The Board of Trustees promptly acknowledged the liberal act, and adopted and transmitted through their President resolutions of thanks to the donor, and I am sure that in so doing they have only expressed the sentiments of the members.

M. J. Farrell, Esq., of this city, who labored most earnestly, perseveringly, and disinterestedly in the interests of the Institution, devoting much time and energy to secure us recognition and an appropriation, also deserves your warmest acknowledgments.

ANNUAL EXHIBITION.

The usual public examination and exhibition of the pupils was held on the evening of May 5th, at Irving Hall, and was witnessed by nearly one thousand persons. Invitations had been issued to all the members of the Association and their friends, and to a large number of philanthropic, scientific and public spirited gentlemen. Among the large number who honored us with their presence may be mentioned the Hon. A. Cardozo, James W. Gerard, Esq., E. M. Archibald, Esq., Her British Majesty's Consul-General at New York, Hon. E. B. Hart, Nathaniel Jarvis, Jr., Esq., Robert Carter, Esq., L. Rosenfeld, Esq., Mason Thomson, Esq., Dr. Moreau Morris, Dr. C. Henschell, Dr. Rising, Rev. Mr. Gutheim, Dr. Krackowizer, Rev. S. M. Isaacs, Dr. Gallaudet, Dr. G. M. Smith, B. L. Solomon, Esq., Lewis May, Esq., Dr. Wm. C. Roberts, Mr. Hazeltine, Myer Stern, Esq., Dr. B. Howard, and a number of other well known citizens.

The President of the Institution opened the proceedings with an address in which the history of deaf mute educa-

tion was concisely given, and the distinction between the method by articulation and lip reading and that of dactylology and the sign language briefly explained.

Professor Rising being then introduced, proceeded to examine, first, the youngest class in lip reading and articulating the alphabet, and in writing the same on the black-board. Next followed the second class, in reading, writing, and articulating monosyllables and short monosyllabic sentences. Finally, the senior class was examined in reading, writing, and articulation, the History of the United States, Arithmetic, Geography, &c. I am happy to say that all the scholars acquitted themselves to the entire satisfaction of their teachers and to the surprise and gratification of the large audience. Rounds of applause marked the progress of the examination, and at its close, the Hon. Mr. Gerard and the Hon. A. Cardozo, the reverend gentlemen named, as also Dr. Krackowizer, expressed in the most cordial and eulogistic terms, the pleasure they derived from what they had witnessed. It is scarcely necessary for me to say, that the endorsement by gentlemen of such social, professional and scientific standing and character, is of incalculable benefit to the Institution, and I cannot help congratulating you upon the large measure of success that has already attended the labors of our Association. If the same degree of improvement shall mark the next few years of the pupils' progress—as from the past we are entitled to expect—the question of the superiority of our system will be for ever settled in the minds of the people of the United States, as it has long been in many European States.

PRINCIPAL AND TEACHERS.

At the period of our last Report the corps of instructors consisted of the Principal and the Vice-Principal, the former being also Superintendent, as the number of pupils was then small. The office of Principal having become vacant during last summer, the Board of Trustees has ap-

pointed to that responsible position our former Vice-Principal, Prof. F. A. Rising, A. M., whose promotion dates from September, 1869, the period of reopening the school after vacation. At the same time two lady teachers were engaged, Miss Hubbard and Miss Stevens, and a matron, to manage the household affairs, in the person of Mrs. E. J. Rising. All the ladies named were engaged at the suggestion and by the advice of Professor Rising, and I am glad to be able to say that the Board has every reason to be satisfied with the choice made. Intelligent, industrious and conscientious in the performance of their respective duties, a spirit of perfect harmony and unity of action characterizes their labors, which is promotive of the greatest good, while the extended experience in deaf mute education of Professor Rising, his discriminating judgment and scholastic attainments render him eminently fit for his position. The steady progress made by all the children in their various studies, and the markedly increased acquirements of the highest class, especially in geography, history and arithmetic, are convincing proofs of industrious application and successful efforts on the part of both pupils and instructors.

For further and special information under this head I refer to the accompanying full and lucid report of the Principal.

MEMBERS.

The Association for the Improved Instruction of Deaf Mutes has at present 426 paying members, and 161, who owing either to absence from the city, indisposition, or inability at this time to pay, have refused. No doubt many of these parties will make good their promises at some future time. The Society has also 17 life members, and it is proposed so to amend the constitution as to add another grade of membership, namely, Honorary. A large number of gentlemen have rendered eminent services to the Institution, and it is proper that some mark of

appreciation be shown them. I commend this subject to your especial attention.

FINANCES.

The Report of the Finance Committee exhibits the following account :

Receipts in toto (including donation of one thousand dollars)	\$10,710.53
Total expenditures,	\$9,710.53

Invested in New York City Bonds, and placed to credit of Sinking Fund	1,000.00
Total	\$10,710.53

The assets of the Association consist of \$3,000, invested as follows :

United States 10-40 Bonds	\$2,000
New York City Tax Levy Bonds.	1,000
Total	\$3,000

THE BOARD OF GOVERNORS

present a very interesting Report, containing various items of importance. In addition to specified returns of the main items of current expenses it gives the sex, nativity and number of scholars, their maximum and minimum ages and period of residence. It informs us that there have been admitted 37 pupils; discharged as unfit, or taken away, 11; total remaining, 26. There are also 20 applications for admission before the Board, and a number of State and County scholars will no doubt be sent us by the State Superintendent of Public Instruction. The necessity of providing increased accommodations is therefore self evident. The Governors suggest the propriety of adopting measures to secure a permanent home for the Institution, and I cordially endorse their recommendation.

It is too late now to build a home in time for next session, it will therefore be necessary to procure on lease two or more large houses in order to be able to receive the new pupils.

As a matter of course an increased number of pupils will require a larger staff of teachers, and I therefore respectfully recommend that immediate steps be taken to secure the same, and initiate them into the articulate method of teaching.

In concluding this Report, I deem it a source of congratulation to the Association that such marked prosperity has attended its efforts. Most young institutions, particularly when attempting to introduce something new, must struggle for years in order to gain recognition, while we, thanks to the self-evident, *speaking* proofs of the utility of our school, have secured, after only three years of labor, what many others have had five times as long to battle for.

It is the fortunate combination of great merits in the system, energy and perseverance in pressing its claims for public recognition, and the powerful influence of generous friends, that have rendered such early success possible.

Let us then determine to continue to deserve the position gained, and maintain the reputation acquired, through industry and the blessing of God.

Respectfully submitted,

MARK BLUMENTHAL, M. D.,

President.

TO THE PRESIDENT AND TRUSTEES OF THE ASSOCIATION FOR
THE IMPROVED INSTRUCTION OF DEAF MUTES—

GENTLEMEN :

In compliance with the requirements of the By-Laws, the undersigned, your Finance Committee have the honor to submit herewith their Report for the Fiscal Year, ending May 1st, 1870. The Receipts and Expenditures, as shown by the accounts and vouchers in the hands of the Treasurer, which your Committee have examined and found correct, were as follows :

Cash in hands of Treasurer at date of the last Report, May 11, 1869, was	\$494 44
Receipts during year—	
Donations	1,088 82
Interest	218 34
Dues of Members	3,852 50
“ “ Pupils	4,635 72
Advanced by Treasurer to defray Current Ex- penses	420 71
Total	<hr/> \$10,710 53

EXPENDITURES.

Rent of House	\$2,100 00
Fuel and Gas	409 24
Salaries and Wages	2,896 49
Furniture	767 11
Board of Pupils from May 1st to July 1st	292 00
Collector's Fees	174 12
Stationery, Printing and School Books	320 49
Hardware and Crockery	108 95
Provisions, &c., for details of which we refer to the Report of the Board of Governors	2,617 13
Total Expenses	<hr/> \$9,685 53

Invested in N. Y. City Bonds	1,000 00
Premium on same	25 00

Total outlay during year \$10,710 53

The assets of the Association consist of \$3,000, Sinking Fund, invested as follows :

U. S. 10-40 Bonds	\$2,000 00
N. Y. City Tax Levy Bonds	1,000 00
Total	<hr/> \$3,000 00

Your Committee, in view of the large number of applications now in the hands of the President, and the number of Pupils which may be assigned to us by the State, whereby the expenses for the ensuing year will be considerably augmented, respectfully submit the following estimates :

For Rent	\$5,000 00
Salaries of Teachers	4,500 00
Housekeeping Expenses	4,800 00
Gas and Fuel	800 00
Sundry Expenses	3,500 00
Servant Hire	850 00
Due Treasurer	420 71
Total	<hr/> \$19,870 71

REVENUES.

Appropriation from State	\$10,000 00
Pay for State Pupils	6,000 00
“ “ Private “	1,800 00
Dues of Members	4,000 00
Interest	210 00
Total	<hr/> \$22,010 00

Your Committee are happy to congratulate the Association on the improvement which has taken place in its fi-

nancial status, and which is in a great measure, if not altogether, due to the unwearying exertions of our indefatigable President. To his efforts are we indebted for the valuable assistance of the Hon. Judge Cardozo, whose charitable heart he enlisted in our cause, and whose influence has so materially contributed to our success.

Your Committee, in conclusion, cannot refrain, although it may not be strictly in their province, to pay a passing tribute to the patience, zeal and enthusiasm which our Principal, Mr. Rising, has always displayed in the discharge of his many manifold duties.

With a grateful sense of the success with which we have hitherto been blessed, let us express our prayer, that kind Providence may continue to smile upon our efforts.

All of which is respectfully submitted.

L. J. PHILLIPS,

S. M. PEYSER,

A. G. MANDEL,

JACOB ROTHSCHILD,

Secretary.

NEW YORK, May 10, 1870.

EXPENSES DURING THE YEAR.

1889.

1870.

	May.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April.	Total.
Groceries and { Provisions, ...}				3 50	89 69	127 68	82 90	55 92	104 27	98 20	78 43	70 26	710 85
Milk.....					4 75	10 55	8 46	8 36	8 00	8 00	8 00	8 80	64 92
Meat.....					55 96	71 23	76 06	83 22	83 64	73 83	76 06	91 33	611 33
Bread.....					28 21	21 10	31 36	26 50	26 40	24 78	30 39	28 76	217 50
Butter.....					31 66	27 05		37 20		21 39			117 30
Stationery and { School Books. }	23 12	11 00	164 45		26 94	16 25	8 80	1 50	16 45		2 80	46 18	320 49
Salaries & Wages...	317 66	289 66	183 33	126 50	241 03	248 33	248 33	248 33	248 33	248 33	248 33	248 33	2,896 49
Furniture.....	77 00		400 00	11 50	33 00		170 27	62 73		10 00	2 61		767 11
Hardware & Crock'y					11 70	1 95	66 91	5 40	8 80	11 54	2 65		108 95
Fuel and Gas.....	12 30	14 20	16 30	3 30	14 49	9 60	130 40	22 80	64 05	22 50	82 50	16 80	409 24
Board of Pupils...	86 00	106 00											292 00
Collector's fees ...										68 12			174 12
Rent of House.....				525 00			525 00			525 00		525 00	2,100 00
Sundries,	45 53	55 50	6 90	7 60	146 22	111 80	140 05	163 93	25 35	62 05	45 34	84 95	895 23
	661 61	476 36	876 98	677 40	683 65	645 54	1,488 54	718 89	585 29	1,173 74	577 12	1,120 41	\$9,685 53

TO THE PRESIDENT AND TRUSTEES OF THE ASSOCIATION FOR
THE IMPROVED INSTRUCTION OF DEAF MUTES—

GENTLEMEN :

The Board of Governors take pleasure in presenting to you their Report for the year ending May 1st, 1870.

At the time of the appointment of your Committee our late Principal had sole charge of the Institution, and continued in that capacity until July 15th, at which time his duties were assumed by this Committee, who took charge of all property belonging to the Society, and at the same time purchased some furniture belonging to the Principal, which was necessary for conducting the Institution, and for which the sum of \$400 was paid.

The vacation then ensued, dating from June 16th to September 1st, at which time school was reopened with the following number of pupils in attendance, viz. :

Boys	10
Girls	5
Total	—15
Received during the year—	
Boys	11
Girls	8
Total	—19
Total pupils admitted	—34
of which number there have been discharged, 5 Boys,	
3 Girls	8
	—26
Remaining—Boys, 16 ; Girls, 10.	
The age of the oldest boy is	14
“ “ youngest boy is	7
“ “ oldest girl is	14
“ “ youngest girl is	6
The oldest pupil of the Institution dates from March, 1867	
“ youngest from March 28, 1870.	
Nativity—American, 25 ; English, 1.	

Since the organization 37 pupils have been admitted. Discharged, 11.

Number of scholars residing at Institution, 11 ; day scholars, 15.

Your Committee, deeming it necessary to engage a Matron, have cause to congratulate themselves upon the fortunate selection of Mrs. E. J. Rising, who, in the faithful discharge of her duties, has greatly lessened the labors of your Committee. Your Committee have to express their thanks to Mr. Rising for his earnest cooperation in the general management of the Institution.

The annexed statement shows the monthly expenditure for the maintenance of the Institution under the present management.

Inasmuch as the premises now occupied are barely sufficient to accommodate those under our charge, we have been compelled to refuse admission to a large number of applicants ; and furthermore, in view of the fact of having been recognized as a State Institution by our present Legislature, whereby we must make preparations to receive as many pupils as the State may entrust to our care, it is a matter of vital importance that immediate efforts be made to secure adequate and increased accommodation for the same. It would be well in this connection, to suggest that proper steps should be taken to secure from the Municipal Government a plot of ground whereon to erect a suitable building, adequate in every particular to meet the increasing demand upon our usefulness.

Respectfully submitted,

I. HAMBURGER,
JACOB SILBERMAN,
JAS. H. HOFFMAN,
AUGUSTUS B. ELFELT.

REPORT OF THE PRINCIPAL.

TO THE PRESIDENT AND BOARD OF TRUSTEES.

Gentlemen :

At the beginning of the term, on the 1st of September, 1869, there were present fifteen pupils, two of whom had not been under previous instruction. Subsequent admissions increased the number to thirty, as large a number as our limited accommodations would warrant our receiving. Owing to change of residence, weakness of eyes and other causes, vacancies have occurred among the day scholars, permitting us to receive four more pupils, making the whole number on our rolls thirty-four, and leaving twenty-six under instruction at the present time, eleven of whom are boarders.

Condition and Progress of the Classes.

There are four regular classes and one mixed class. The latter includes those who have lately entered, and therefore require special drill in the elementary sounds and lip reading. Of these is Katie Ticknor, a bright, attractive, congenital mute of six years, who has, in five months, mastered the alphabet and about a hundred words, which she puts into the form of a sentence, as "That is a book," "That is the mouth," &c.

Class "D" embraces four congenital mutes, three of whom entered last Fall, having had no previous instruction. They have learned over one hundred and fifty words, the names of familiar objects, as the parts of the body, articles of clothing, &c., which words they read from the lips, articulate distinctly and write understandingly. They use both the singular and plural forms, as "That is a tooth," "Those are the teeth," "Those are the chairs," &c. Everything they are taught they are required to copy from the black board upon a small slate, then carefully in a book. This ensures neatness and accuracy.

Class "C" includes those who had had some instruction previous to the opening of the term. They could then speak and write less than twenty words, and had never put them into the form of a sentence. They have advanced to the use of personal pronouns, adjectives of number, color, shape and size, the simple forms of the verb to be, and the progressive forms of familiar verbs of action and condition.

Questions are put as complete sentences, and answers required in a similar form. For example, "How many desks are in this room?" "There are fifteen desks in this room." "What am I doing?" "You are walking." "What is that boy doing?" "He is running."

Class "B".—In this class are two new pupils, semi-mutes, and five who had been in school from one to two and a half years. They have been taught the grammatical construction of sentences in connection with charts and pictures, giving simple descriptions, both with and without questions, and have acquired much general information in the same manner. They have also learned the four ground rules of arithmetic and completed Robinson's Primary Work.

Class "A".—This is the most advanced class in the Institution, and is now entering upon its fourth year. It embraces four congenital and three semi-mutes. During this year they have completed Monteith's Primary Geography, and nearly finished Monteith's Manual. In arithmetic they have mastered Robinson's Primary Work and one hundred pages of Colburn's Mental Arithmetic. They are also familiar with the Tables of Time, Money, Weight, &c., and can perform practical examples in connection with them. They understand the four ground rules of mathematics as applied to fractions, whether proper, improper, or mixed. They have also studied the main points in the early History of the United States, and have made considerable progress in Bible History.

All their studies, however, are made subservient to one end, viz., the idiomatic use of the English language.

Special drill has been given in the proper construction of sentences, in writing compositions, and in the description of pictures. In addition to these exercises the pupils of this class have been required to keep a journal of the week, recording in their own language any items of interest, whether pertaining to school or to outside matters.

Articulation. For what classes applicable.

Under the general head of Deaf and Dumb are included : 1. The child of feeble intellect, dull and impassive, the result of disease or its condition at birth ; 2. The congenital mute (which class properly includes those who lost their hearing and ability to speak under the age of three years), of a bright, intelligent countenance ; 3. The semi-mute, who became totally deaf at the age of three years or upwards ; 4. The semi-deaf, who possesses hearing, but not to such a degree that he can be educated at ordinary schools.

The attempt to teach these widely varying classes by any one system, as has been heretofore the case, would seem to be, upon the mere statement of their dissimilarities, objectionable, if not absurd. The general rule is this. A child, bright-eyed, sprightly and imitative (which qualities simply indicate an active, inquiring mind), can be taught by articulation successfully, whether a congenital mute or not, although, if a congenital mute, he should commence his education at an early age, certainly under twelve, better under nine, while his vocal organs are most flexible and imitative faculties keenest. The language of signs and pantomime appealing to the lowest order of intellect can reach and stimulate it where the articulate method would make no impression. The dull eye exhibits interest, the obtuse intellect is reached and aroused by the skillful pantomimist, who can thus instil *ideas* into the minds of those pupils who never acquire even a fair knowledge of written language. The number of those who cannot be taught to speak

through defective vocal organs is so small as hardly to claim notice; as a rule the child is *mute* because he is *deaf*. He can utter sounds, but his ear is impotent to control and modulate, and render them coherent.

Both Systems Necessary.

It follows, from the above, that a certain class of mutes must be educated by the French method of signs and pantomime. How large this class will be cannot be definitely stated. It includes division 1, a portion of number 2, and those semi-mutes and semi-deaf whose minds were left in a torpid condition by disease. The number has been variously estimated at from one-third to one-half of the Deaf and Dumb. The articulate method is most desirable in that it instructs the pupil directly in the spoken language of his country. It requires no translation, as is the case with signs, neither does it necessitate writing as the sole means of communication with those who hear. These combined advantages are its claims for existence and support.

They cannot be taught successfully in conjunction.

These systems are fundamentally distinct. The mute has a strong propensity to sign-making. He seeks by gesture and pantomime to make his wants known. Signs are to him, as has been often truly asserted, his "natural" language. In the one case, this propensity is fostered and encouraged, new signs are invented, until it has become an elaborate dialect, developed to such an extent that the vaunted claim is well nigh true, "that there is a sign for every word in the language."

This foreign dialect, with its singular inversions, abbreviations and idioms, he readily and eagerly adopts, practices it in the school, observes it in chapel, and employs it in all his sports. But in the articulate school the opposite course is pursued, the inclination to pantomime is

discouraged and repressed. The few crude, imperfect, unsatisfactory signs which he brings with him are designedly left in their meagreness and baldness, while he is steadily educated to the use of a better substitute in the spoken and written language of his home and friends. The object persistently kept in view by the latter system is to render the mute *master of his native tongue*, to educate him in and by the language of his country.

It is axiomatic that habit becomes second nature. Instruct a mute for years in the use of a language, which in form is more peculiar than a literal translation of Latin, which omits particles, prepositions and tenses, which discards synonyms ; and is it a matter of surprise that his mind, thus trained, should be well nigh incapable of the task of translating from his familiar dialect into the idiomatic phrases of a language to him a foreign one? The cases are exceedingly rare in which a congenital mute, however bright naturally, has been educated by the sign system to even a tolerably correct use and understanding of his mother tongue. The remark applies with equal force to a large number of the semi-mutes. Signs, avowedly used as a *means* have become an *end*, graduating the pupil an accomplished sign maker, conversing readily and satisfactorily in that language solely, or else the means is defective and cannot accomplish the end proposed. As compared with this excessive use of signs, the results attained by the less fascinating medium of the manual alphabet and constant exercise in writing are most gratifying. This is shown in the case of those semi-mutes whose knowledge of language upon entering has rendered it comparatively easy to adopt the latter course, and whose efforts at exhibitions and examinations have reflected great credit upon both themselves and the course of instruction which they are supposed to represent.

But to make the latter method the prevalent one with all the mutes, presupposes a body of thoroughly educated teachers, whose vernacular is the English language, and who have conscientiously entered upon a life-work whose

end is the best and most thorough instruction of the deaf mute. Cheap labor is here unwise economy, defeating the purpose in view; an unhappy expedient, productive of constant resignations of experienced, capable instructors, whose places are filled by officers incompetent and untrained. There is but one way to secure the permanent services of valuable teachers, and that is, by a fair remuneration for what their abilities will justly demand in some field of labor.

Explanation of the Articulate Method.

At the risk on the one hand, of being unnecessarily explicit, and on the other, of not clearly and concisely illustrating the mechanical formation of letters, the following attempt to explain some of the sounds of the alphabet is made. It is hoped that the parents of little ones, who are deaf, will thus acquire some hints which will enable them to teach their children to utter, not alone the sounds here described, but all the sounds of the different letters and words easy of pronunciation.

The foundation of the system rests upon the fact that articulation is simply a *mechanical process*, the result of certain well-defined positions and movements of the vocal organs, together with a more or less forcible expulsion of air from the lungs. Of the former, his sense of vision renders the mute cognizant; of the latter, his sense of feeling.

All children are imitative—the mute child is particularly so, and it is upon the possession of this faculty, *imitation*, that our success in teaching him depends. We proceed, then, at the outset, by making simple gestures with the arms, the easier gymnastics in short; then we walk, look in various directions, sit, stand, etc., all which operations he readily performs.

Having thus engaged his attention, place him directly in front of you, press your upper teeth in a marked manner upon the lower lip, hold a bit of paper in your hand,

and blow, he sees the paper fly away, is amused, imitates the process, and has given his first letter, "f." Again, swell your lips out with air, open them quickly, the paper flutters away, this is "p." Should he be too forcible, or not sufficiently so, in forming this letter, then imitate a person smoking a pipe, the "puff, puff," conveys the idea of "p" exactly.

"T." Place the tongue between the teeth, force the air out so that it shall come in one volume—best felt on the back of the pupil's hand—and "t" is produced.

"H" is simply the expiration of breath with slightly increased force, the mouth opened naturally.

"M." With closed lips the force of the letter "m" is felt by the pupil, who must apply his finger to the side of his nose, the vibration indicates the rapid expulsion of air from the lungs.

"N." In the same manner the mute learns the nasal "n," but is shown the mouth opened slightly and the tongue pressing against the back of the upper teeth.

These six consonants are the ones perhaps most easily learned.

"B" is formed like "p," but is accompanied with sound, the throat is both seen and felt to dilate, and the expulsion of breath is also less forcible, the puff is gentler.

"D" resembles "t," although it is better in the beginning, to teach the pupil to place the point of the tongue back of the upper teeth; the vocalization is made apparent as in the case of "b," also the less decided emission of breath.

"V" is simply a vocalized "f," and as in the case of "z," and the sub-vocal "th," the vibration is most sensibly perceived by pressing the palm of the pupil's hand upon the crown of your head.

"O." The vowel "o" is attended with no difficulty. Place the child's hand firmly on your chest that he may feel the vibration, while he sees your mouth assume the shape of the letter produced.

"E." Place the pupil's fist under the angle of the jaw, the peculiar and forcible vibration there felt he readily produces.

"A." Press the palm of the pupil's hand against the chest, and show him your tongue firmly set against the lower teeth, and somewhat arched; with this position the letter "a," as in fate, is produced. (The German method is to teach "a" as in far, first, which is accomplished by holding the tongue down with the finger, or better, by a paper divider; this is, however, entirely unnecessary in teaching the English language.

"I." To form "i," open the mouth very wide, and, as you produce sound, close it quickly.

"U" is made like "o," except that the lips are nearly closed.

As soon as the pupil has learned the sounds of the vowels, require him to join a consonant with each in succession, making easy syllables, as "fa," "fe," "fi," "fo," "fu," and reversing the letters, "af," "ef," etc. Next teach him simple words, the names of objects, which he can see, or pictures of them which can be shown him, as "map, mat, cat, top, etc." The next step is to embody these in the form of a sentence, as "What is that?" "That is a top." "What is that?" "That is a cat." "What are those?" "Those are maps." The point cannot be too strongly insisted upon, that the child should write as well as speak everything he learns. This constant practice strengthens the memory, and ensures steady and permanent progress.

HISTORY OF ARTICULATION.*

The following is a brief record of a few only of those philanthropists whose tender sympathies and active benevolence in behalf of deaf-mutes have rendered their names illustrious among the benefactors of the unfortu-

* For most of the following facts the writer is happy to express his obligations to Mr. Clement R. Thomson, whose researches have brought to light much curious and valuable information upon deaf-mute instruction.

nate. The earliest account of success in acquiring speech and lip-reading, is given by the venerable Bede, who relates, that in A. D., 690, "John, Bishop of Hagulstad, took charge of a deaf-mute, whom he taught to speak and to repeat after him words and sentences."

This solitary instance, however, does not conflict with the just award to Pedro Ponce de Leon, of being the first instructor of the Deaf and Dumb in articulation. Pedro Ponce was a Spanish Benedictine Monk, born in 1520, in Old Castile. Most of his pupils were of noble blood, and consequently attracted great attention on the part of the curious and learned. Sir Kenelom Digby relates, that he conversed with his pupils upon religious and scientific subjects very freely, without their betraying their infirmity. From other accounts, we learn, that "one of the pupils received ordination as a priest, and performed his parish duties acceptably, preaching and going through all the other *oral* exercises of his calling." Another deaf-mute pupil, Don Pedro de Velasco, "was proficient in Greek and a fluent writer and speaker of Latin." He seems to have not only discovered the best processes for instructing the mute in oral language and lip reading, but to have been especially gifted as a teacher, as all writers upon the subject but reiterate his praises and speak with warmest encomiums of the advanced scholarship and mental culture attained by those under his charge.

In 1653, Dr. John Wallis, a professor of Mathematics at Oxford, induced by the accounts of Ponce and his method as given by Sir Kenelom Digby, undertook a similar course of instruction, by articulation. He is regarded as the first practical teacher of the Deaf and Dumb in England, and continued to educate them for nearly half a century.

F. M. Von Helmont, a native of Holland, in 1667 published a tract entitled "*Alphabetum Naturæ*," (Nature's Alphabet,) in which he explains the process of reading from the lips.

Johan Conrad Amman, a physician, born and educated in Switzerland, in 1687 moved to Holland, where he de-

voted particular attention to diseases of the ear and throat. Through this speciality he became acquainted with numbers of the Deaf and Dumb, whose education he undertook. He taught solely by the Articulate method, and with such happy results, that it is recorded of him, that "he never failed, save in two instances, one of these being an idiot." He published a work called "*Surdus Loquens*," (the speaking deaf man.)

All attempts previous to the latter part of the 18th century however, must be regarded as experimental, as isolated efforts, the promptings of benevolent hearts, or the investigations of curious minds.

The *system* of Articulation recognizes its founder in the person of Samuel Heinicke, of Germany.

In 1754, Heinicke became interested in the education of a deaf-mute boy in Dresden. In 1772, upon the solicitation of the Elector of Saxony, he removed to Leipsic, and there opened a school with nine pupils. This school is remarkable in that "it was the first ever established or supported by civil government." It is in existence and flourishing to this day, and the system of teaching the deaf mute to speak and read the lips, there successfully prosecuted through a long series of years, and has led to the establishment of similar articulating institutions throughout Germany.

The following extract from a circular issued a few years since, for the purpose of raising sufficient means to erect a monument to his memory, is a merited tribute of affection from a grateful people.

"He was a man of pure character, of a sensitive and profoundly religious spirit, gifted with the rarest qualities of genius, of a clear intellect and noble heart; who, full of the liveliest sympathies with the misfortunes of his fellow men, made it the labor of a life, consecrated to God and humanity, to comfort the forsaken, to dry the tears of those who wept, and to minister to all who were in distress."

PRESENT STATUS OF THE INSTITUTION.

Trained teachers of articulation cannot be obtained in this country, but experience has demonstrated that educated young ladies, interested in their pupils, and desirous of success, soon become efficient and reliable instructors. Miss Hubbard and Miss Stevens, have both exhibited a gratifying aptitude in this profession, and it gives me pleasure to express to the Board my confidence in their ability and fitness for their position.

The domestic concerns of the Institution, entrusted to the superintendence of the Matron, Mrs. Edward J. Rising, have been satisfactorily and pleasantly managed.

Entering as we do upon a new era, having obtained the patronage of the State, our responsibilities are augmented and our means of usefulness, in like proportion, increased. It therefore is a source of gratification to me, to recall the hearty and earnest labors of the Board during the past year, and especially the unwearied exertions of its President, whose active personal interest in the Institution, has been evinced not only by frequent and valued visits within its walls, but also by the devotion of much time and thought to the furtherance of every measure tending to its future welfare and position.

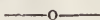
Trusting in the constant guidance of a merciful Father, who has blessed us in all our past history, with renewed hope we look to Him for wisdom and counsel for the future.

Respectfully submitted,

F. A. RISING,

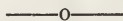
Principal.

HONORARY MEMBERS.



Hon. Albert Cardozo, LL. D.,
 His Excellency John T. Hoffman, Governor of N. Y.,
 Hon. A. Oakey Hall, Mayor,
 " Peter B. Sweeney,
 " Wm. M. Tweed,
 " James W. Gerard,
 " Abm. B. Weaver, Sup't Public Instruction,
 " D. C. Littlejohn,
 " John H. White,
 " Nathaniel Jarvis, Jr.,
 " John Brown,
 Rev. Dr. S. Adler,
 Alderman G. W. Plunkitt,
 Hon. James W. Husted,
 " Emanuel B. Hart,
 Rev. Dr. J. Bondi,
 " S. M. Isaacs,
 Chas. H. Clayton, Esq.,
 M. J. Farrell, Esq.,
 Myer S. Isaacs, Esq.

LIFE MEMBERS.



Abecasis, J. S. Esq.,	Rosenbaum, S. D. Esq.,
Bruhl, M. "	Seligman, S. J. "
Bruhl, Samuel, "	Sonneborn, S. S. "
Bondy, Joseph, "	Schiffer, L. G. "
Cohen, Henry "	Stix, Louis "
Loth, Joseph "	Stern, Meyer "
May, Lewis "	Seligman Joseph "
Marx, M. "	Steinhardt, Wm. "
Phillips, L. J. "	Sulzbacher, Wm. "

Constitution and By-Laws.

ARTICLE I.

NAME.

§ 1. This Society shall be known under the name of
“THE ASSOCIATION FOR THE IMPROVED INSTRUCTION OF
DEAF MUTES.”

ARTICLE II.

OBJECTS.

- § 1. The objects of the Society are :
- a) To introduce the Articulate Method as practised
in Germany, by the establishment of an institution based upon the Eclectic system.
 - b) To provide for the instruction and support of
poor Deaf Mutes.

ARTICLE III.

MEMBERSHIP.

§ 1. There shall be three grades of Membership, viz. :
Regular, Life and Honorary.

§ 2. Any person, on payment of Ten Dollars (\$10) per annum, may, on application to, and election by the Board of Trustees, become a Regular Member.

§ 3. Any person, on payment of One Hundred Dollars, (\$100,) may, on application and election, become a Life Member.

§ 4. The Board of Trustees shall have power to elect as Honorary Members, persons of distinction, and such as have rendered eminent services to the society.

ARTICLE IV.

MEETINGS.

§ 1. The annual meeting of this Society for the election of officers, and the transaction of all necessary business, shall be held in January.

§ 2. At such election the polls shall remain open for one hour.

§ 3. No member shall be qualified to vote, nor be eligible to office, who is one year in arrears.

§ 4. Immediately preceding the election, two Tellers shall be chosen to act as Inspectors of Election.

§ 5. Special meetings may be called at any time by the Board of Trustees, or on the written application of fifteen members.

§ 6. Twenty-five members shall constitute a quorum of the Society.

ARTICLE V.

ADMINISTRATION.

§ 1. All executive power of the Society shall be vested in a Board of Trustees, and five thereof shall constitute a quorum.

§ 2. At the first annual election, five Trustees shall be elected for three years, five for two years, and five for one year; and at each subsequent election, five Trustees shall be elected to serve for a term of three years.

§ 3. At the first meeting of the Board of Trustees following the annual election, they shall elect from their body a President, Vice-President, and Treasurer, and shall appoint a Secretary.

§ 4. At the same time the Board of Trustees shall appoint for the ensuing year, a Board of Governors.

§ 5. The Board of Governors shall have control of the general management of the Institution. They shall make all necessary regulations for the government of the same, appoint all employees, fix the term of admission for pupils, and have power to admit free of charge such as, upon investigation, shall be found proper objects of charity, subject to the approval of the Board of Trustees.

§ 6. The Committee on Instruction, of which the Principal shall be a member *ex-officio*, shall have special charge and supervision of the School, and from time to time report and recommend such improvements as they may deem expedient. They shall examine into the qualifications of candidates for the position of professor or teacher, and, together with the Board of Governors, decide on their claims. They shall provide for an annual examination of the pupils.

§ 7. The Finance Committee shall audit all bills and accounts, examine from time to time the books of the Secretary and Treasurer, supervise the investment of the funds of the Society, and ascertain their condition. It shall also be the duty of said Committee to prepare, for the use of inspectors at the annual election, a list of all the members who may be in arrears.

§ 8. The Treasurer shall give an approved Bond for an amount fixed by the Board of Trustees, before assuming the duties of his office.

§ 9. No money shall be paid out by the Treasurer, except upon warrant signed by the President, and countersigned by the Secretary, or Chairman of the Finance Committee.

§ 10. It shall be the duty of the Board of Trustees to submit, at the annual meeting, a detailed report of the administration of the affairs of the Society, and the transactions of the Standing Committees.

§ 11. Any vacancy occurring before the close of the term, shall be filled by the Board until the next election.

§ 12. The Board of Trustees shall meet at least once a month.

ARTICLE VI.

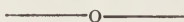
SINKING FUND.

§ 1. A Sinking Fund shall be created by the investment of moneys received for Life Membership, or special donations and bequests.

ARTICLE VII.

AMENDMENTS.

§ 1. Amendments can be passed at any meeting of the Society, by a vote of two-thirds of the members present, provided that the same shall have been offered, in writing, to the Trustees, at least thirty days in advance, and by them, embodied in the notice for said meeting.



LAWS OF THE STATE OF NEW-YORK.

CHAPTER 325.

AN ACT to provide for the care and education of indigent deaf-mutes under the age of twelve years, as amended April 12th, 1870.

Passed April 25, 1863.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of such town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf Mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseers of the poor, of any town or to any supervisor

of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor, if satisfied that the parents or natural protectors of such child are, or such child is, in indigent circumstances, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf Mutes.

§ 3. The children placed in said Institution, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed one hundred and fifty dollars each, per year, until they attain the age of twelve years, unless the directors of said Institution shall find, as to any such child, that it is not a proper subject to remain in said Institution.

§ 4. The expense for the board, tuition, and clothing of such deaf-mute children, placed as aforesaid in said Institution, not exceeding the amount of One hundred and fifty dollars per year, above allowed, shall be raised and collected as are other expenses for the support of the poor of the county from which such children shall be received, and the bills therefore properly authenticated by the principal, or one of the officers of said Institution, shall be paid to said Institution by the said county; and its county Treasurer, or Chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

CHAPTER 721.

AN ACT to increase the compensation authorized by the act entitled "An act to provide for the care and education of indigent deaf-mutes under the age of twelve years," passed April twenty-fifth, eighteen hundred and sixty-three.

Passed April 24, 1867.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. The expenses of the board, tuition and clothing of the children under the age of twelve years, placed in the New York Institution for the Instruction of the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-mutes, pursuant to the provisions of the 3d and 4th sections of chapter 325, Laws of 1863, shall, until otherwise directed by law, be estimated at the rate of \$230 per capita, instead of the amount therein provided.

§ 2. This act shall take effect September 1, 1867.

EXTRACT FROM CHAPTER 555, LAWS OF 1864,
TITLE 1, SECTION 9.

Every indigent person, resident in this State, between twelve and twenty-five years of age, whose parent or parents, or, if an orphan, whose nearest friend, shall have been resident in this state for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into the institution for the deaf and dumb; provided his or her application be approved by the Superintendent of Public Instruction; and in those cases where, in his opinion, absolute indigence is not established, he may approve of such application, and at the same time may impose conditions whereby some proportionate share of the expense of educating and clothing such pupils shall be paid into the treasury by their parents, guardians or friends, in such way and manner, and at such time or times as he shall designate, which condition he may subsequently modify as he shall deem expedient.

CHAPTER 180.

AN ACT relative to the care and education of deaf-mutes, passed April 12, 1870, three-fifths being present.

The People of the State of New-York, represented in Senate and Assembly, do enact as follows:

SECTION 1. Sections one and two, of an act entitled "An Act to provide for the care and education of indigent deaf-mutes under the age of twelve years," passed April twenty-fifth, eighteen hundred and sixty-three, are severally hereby amended by adding to and inserting therein after the words "New York Institution for the Deaf and Dumb," wherever the same occur in said sections respectively, the words following, viz.: "or in the Institution for the Improved Instruction of Deaf Mutes."

§ 2. All provisions of law now existing, fixing the expense of the board, tuition and clothing of children under twelve years placed in the New York Institution for the instruction of the Deaf and Dumb, shall apply to children who may, from time to time, be placed in said Institution for the Improved Instruction of Deaf Mutes, in the same manner, and with like effect, as if said last mentioned Institution had also originally been named in the acts fixing such compensation, and as if said acts had provided for the payment thereof to the institution last mentioned, and the bills therefor properly authenticated by the principal or one of the officers of the said last mentioned Institution shall be paid to said Institution by the counties respectively from which such children were severally received, and the county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 3. Sections nine and ten of title one of an act entitled "An act to revise and consolidate the general acts relating to the public instruction," passed May second, eighteen hundred and sixty-four, are hereby amended so that

the same shall extend and apply to the said "Institution for the Improved Instruction of Deaf-mutes" in the like manner, and with the like effect, as if said last mentioned institution, as well as the other therein mentioned, had originally been named in the said sections respectively.

§ 4. This act shall take effect immediately.

STATE OF NEW YORK, }
Office of the Secretary of State. } ss.

I have compared the preceding with the original law on file in this office, and do hereby certify that the same is a correct transcript therefrom and of the whole of said original law.

HOMER A. NELSON,
Secretary of State.

FORM OF AFFIDAVIT AND APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

STATE OF NEW YORK, }
COUNTY OF } ss:

of the town of _____, in said county, being duly sworn, says that he is the *father* of _____, a deaf-mute child, residing with deponent, and who was born on the _____ day of _____; that in consequence of the straitened circumstances of deponent [*or of the parents of said child*] its morals and comfort cannot be properly cared for in its present situation; and deponent desires that said child be placed in the Institution for the Improved Instruction of Deaf Mutes, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended April 12, 1870.

Subscribed and sworn to this _____ day }
of _____, 187 , before me. }

FORM OF CERTIFICATE.

To be granted by Supervisor or Overseer, to be sent to the Institution.

STATE OF NEW YORK, }
COUNTY OF } ss.

I have this day selected _____, of the town of _____, county of _____, son [*or daughter*]

of _____, who was born on _____, day of
 18____, as a county pupil in the Institution for the Improved
 Instruction of Deaf Mutes, for the term of _____ years,
 from the _____ day of _____, 18____, to be educated
 and supported therein, during that period, at the expense
 of the county of _____, in conformity with the pro-
 visions of chapter 325, Laws of 1863, as amended April
 12th, 1870.

Overseer of the Poor of the Town of

Dated, _____, 18____.

FORM OF CERTIFICATE.

*To be sent by the Overseer of the Poor to the Superintendent
 of Public Instruction, Albany, in the case of candidates
 for admission, twelve years of age and over.*

The undersigned, overseer of the poor of the town of _____,
 in the county of _____, hereby
 certifies that _____ of said town is deaf and dumb.
 The said _____ was _____ years of age on the
 day of _____, 18____; is of good moral character, free
 from disease, and possesses intellectual faculties capable
 of instruction. The names of the parents of the said
 _____ are _____, and the said
 _____ have not sufficient pecuniary
 ability to pay for the board, tuition, and clothing of said
 _____, at the Institution for the Improved
 Instruction of Deaf Mutes; and I recommend
 _____ to the favorable consideration of
 the Superintendent of Public Instruction.

Dated, _____, 18____.

Overseer of the Poor of the Town of

To the Superintendent of Public Instruction, Albany.

TERMS OF ADMISSION.

I. This Institution is particularly adapted for the instruction of semi-mute and semi-deaf pupils, although bright congenital mutes, not over fourteen years of age, will be received.

II. Pupils from other States, and those from this State able to pay, are charged four hundred dollars a year, payable semi-annually in advance. This sum provides for tuition, board, washing, light, fuel, etc.

III. Pupils between the ages of six and twelve years, to be supported at *public expense*, may be admitted to the Institution by a certificate from an overseer of the poor, or supervisor. (See accompanying blank forms.)

IV. Pupils over twelve years of age to be educated at the *expense of the State* are selected by the Superintendent of Public Instruction at Albany, who must be consulted upon this subject. (See blank forms.)

V. Pupils will be clothed by the Institution, if desired, at an additional annual charge of thirty-dollars. There is no extra charge for stationery, necessary school books, or medical attendance.

VI. No deduction will be made from the annual charge, in consequence of absence on any account whatever, (except sickness), nor for vacation.

VII. Should there be any objection to the admission of any pupil, the Board reserve to themselves, or their officers, a discretionary power to reject applicant.

VIII. The annual vacation extends from the first Wednesday after the twentieth of June until the first Wednesday in September. All pupils are expected to be taken to their homes at this time.

IX. Applications from a distance, letters of inquiry, etc., must be addressed post-paid, to the Principal at the Institution.

Written answers are requested to the following questions :

1. What is the full name of the child ?

2. Give the day, month and year of birth.

3. Was he born deaf? And if so, was there any cause which is supposed to have operated before birth? If not born deaf, at what age and by what means did he lose his hearing?

4. Is the deafness total or partial? If the latter, what is the degree of hearing? *e. g.* Can he distinguish any spoken words? or hear the human voice at all? or what voices can he hear?

5. Have any attempts been made to remove the deafness? and what are the results of such efforts?

6. Is there any ability to articulate? or read from the lips?

7. Have any attempts been made to communicate instruction? and is he acquainted with any trade or art? or with the mode of forming letters with a pen?

8. Is he laboring under any bodily infirmity such as palsy, nervous trembling, malformation of the limbs, defective vision? or does he show any signs of mental imbecility or idiocy?

9. Has the deaf-mute had the small-pox, or been vaccinated? Has he had the scarlet fever, measles, mumps or whooping cough?

10. Are there any cases of deafness in the same family, or among the collateral branches of kindred? and how and when produced?

11. What are the names, occupation and residence (nearest post-office) of the parents? Give the Christian names of both father and mother.

12. Are either of the parents dead? if so, has a second connection been formed by marriage.

13. Was there any relationship or consanguinity between the parents previous to marriage? *e. g.* Were they cousins?

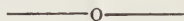
14. What are the number and names of their children?

LOCATION AND ADDRESS.

The new Institution embraces three large houses, situated on the west side of Broadway, between Forty-fourth and Forty-fifth Streets. It is readily accessible by either the "Broadway," or the "Seventh Avenue" Cars, and is but a single block from either Sixth or Eighth Avenue.

Address all letters to the Principal, at 330 East Fourteenth Street, until September 1st; after which, to "The Institution for the Improved Instruction of Deaf-Mutes," Broadway and Forty-fifth Street.

Term opens September 7th.



FORM OF A BEQUEST.

I give and bequeath to "The Institution for the Improved Instruction of Deaf Mutes," incorporated by the Legislature of New York, in the year 1869, the sum of
dollars.

(Signed,)

—————, ,

Association for the Improved Instruction of Deaf Mutes.

APPLICATION FOR MEMBERSHIP.

New-York,

187

The undersigned respectfully requests you to propose him as a
(Life) (Regular) Member of your Association.

Name

Residence





INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF MUTES.
Broadway, West Side, between 44th and 45th Streets, N. Y.